



Religious Education Subject Policy

Contents Page

1. Abberley Parochial V.C. Primary School vision and values
2. Intent
3. Implementation (including time allocation)
4. Impact (including monitoring of standards)
5. Curriculum content overview
6. Subject skills progression
7. Assessment/inclusion and challenge
8. Cross-curricular and IT links
9. Roles and expectations of staff
10. Staff development and expertise
11. Subject Development

1. Vision and values – inspiring hearts and minds

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

RE has a pivotal role to play in the development of these values and attributes and in gaining an understanding of the vision of the school.

2. Intent

Through RE we seek to provide pupils with opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop a deeper and richer understanding of the world and its people. We intend for them to gain, through our programmes of study, an appreciation of and respect for diversity; diversity of belief, thinking, culture and heritage. We encourage our pupils to reflect upon their own ideas and ways of living. Our RE curriculum seeks to equip our pupils with a systematic knowledge and understanding of a range of religions and beliefs enabling them to develop their ideas, values and identities.

As a church school, we seek to enable pupils to gain a deep understanding of Christianity as a living world faith and how it links with the culture, tradition and values of our country. Our RE curriculum is closely linked to our school collective worship and alongside this our intent is that our school vision and values will be instilled in our pupils.

3. Implementation (including timetable allocation)

The content of our RE curriculum is based on the Worcestershire Agreed Syllabus 2020 – 2025 and Understanding Christianity. Each half-term has an allocated theme or enquiry question. The curriculum is spiral in nature with key concepts being revisited throughout each child’s time at school to allow the children to increase their depth and breadth of understanding. Under the Worcestershire Agreed Syllabus the intent is to have a systematic knowledge of individual religions before addressing themes to compare and contrast different faiths.

Worcestershire Agreed Syllabus.

Early Years Foundation Stage	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place in it.	Consideration of other religions and non religious world views can occur at any stage as appropriate in the school context.
Key Stage 1	Christians, Jews and Muslims	

Key Stage 2	Christians, Jews, Muslims and Hindus	
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Understanding Christianity.

Early Years Foundation Stage	Creation, Incarnation, Salvation
Key Stage 1	Creation, Incarnation, Salvation, Gospel, God
Key Stage 2	Creation, Incarnation, Salvation, Gospel, God, Fall, People of God, Kingdom of God

Our RE curriculum is based on 3 principal aims

- 1. Pupils make sense of a range of religious and non-religious beliefs, so that they can:**
 - Identify, describe, explain and analyse beliefs and concepts in the context of living religions using appropriate vocabulary.
 - Explain how and why these beliefs are understood in different ways, by individuals and within communities.
 - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are expressed and interpreted in different ways, developing skills of interpretation.
- 2. Pupils understand the impact and significance of religious and non-religious beliefs, so that they can:**
 - Examine and explain how and why people express their beliefs in diverse ways.
 - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
 - Appreciate and appraise the significance of different ways of life and ways of expressing meaning.
- 3. Pupils make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
 - Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
 - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
 - Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Our skills progression shows how our expectations and teaching of associated skills develop during the course of study at Abberley Parochial Primary School.

<https://www.abberley.worcs.sch.uk/page/?title=Religious+Education&pid=68>

RE lessons take place in the classroom, around our school site and through curriculum visits, which includes visits to various places of worship and diocese organised visits. Permission from parents is always sought during the planning stage of a visit. Regular visits to our local church, St Mary's, also forms part of our RE curriculum. The involvement of our local Reverend, who also chairs our Christian Distinctiveness committee and other members of our local church along with visitors from other faiths further enhance our curriculum.

RE lessons involve lots of shared discussion between pupils. Children are encouraged to engage in in-depth conversation and ask and answer questions through speaking and listening. It is also expected that lessons will involve regular recording of thinking and learning in exercise books. This may include some extended

writing, mind-mapping and the analysis of texts, pictures and artefacts. Expression through art and poetry and other creative media are also key elements of our RE curriculum.

Allocation

EYFS	1 hour each week
Year 1	1 hour each week
Year 2	1 hour each week
Year 3	1 hour each week
Year 4	1 hour each week
Year 5	1 hour each week
Year 6	1 hour each week

Spiritual Development is core to our collective worship, Religious Education and Christian Distinctiveness.

We seek to develop the capacity to:

- exercise imagination and creativity
- appreciate beauty in the world
- be alive to experiences of awe and wonder
- be intrigued by mystery
- be aware that many things transcend us
- appreciate and be thankful for what is good in life
- show generosity towards others
- be self-aware
- empathise with the experiences of others
- demonstrate curiosity and open mindedness when exploring life's big questions
- love and care for yourselves
- believe in your potential to achieve
- find inner strength and resilience when facing challenges
- be comfortable with stillness and silence
- be willing to take risks
- reflect and learn from success and failure
- be ready to say sorry when mistakes are made and be willing to forgive others
- be open minded and curious when exploring life's big questions

4. Impact (including monitoring of standards)

Our pupils are open-minded and appreciate diversity. They are actively involved in good causes around school and in the community and show a strong understanding of religions around the world and express themselves well regarding their own thoughts and feelings. Almost all pupils meet the expected standard in religious education when judged against the learning outcomes of the Worcestershire Agreed Syllabus and Understanding Christianity. Many more of our pupils show a greater depth in depth understanding.

Termly book reviews and learning walks ensure that our curriculum is being covered and that the standard of learning enables all pupils to progress, access the learning and be challenged in their thinking.

Pupils progress in RE is monitored through our school tracking system based on teacher assessments against our curriculum content and skills progression and analysis of this is included in our termly pupil progress meetings which may lead to intervention strategies being adopted to support pupils.

Regular monitoring by our Christian Distinctiveness Committee along with our SIAMs self-assessment procedures and annual subject development planning and implementation ensure that our curriculum

and teaching and learning are effective and constantly developing and improving in line with best practice.

5. Curriculum overview/Planning

The skills progression and content overview can be found on the school website by following the link below.
<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=97&type=pdf>

6. Subject progression

Evidence of progression in breadth and depth of thinking should be evident in exercise books. Children should be given open ended opportunities to express their own ideas, thinking, reasoning and creativity.

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7. Assessment/inclusion and challenge

Children's standards and achievements in RE are assessed in line with the School's Assessment Policy. Assessment in all year groups includes:-

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria.
- Feedback of children's work; against the shared learning objective and success criteria in line with the schools marking policy;
- Teacher assessments are made in line with the end of unit outcomes are made each half term and are discussed during pupil progress meetings.
- The Subject Leader also performs lesson observations and learning walks throughout the year to develop an overview of understanding and progress of pupils in RE and inform further subject development needs.

Inclusive practice in RE enables all children (including those working at Greater Depth or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and learning is therefore differentiated to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to their class' needs.

8. Cross curricular and IT links

RE is a subject which lends itself to language development. Reasoning, collaboration and curiosity are key attributes and we seek for these to be significantly developed through our RE programmes of study.

Extended writing should be a regular feature in RE lessons as this allows children to record their ideas, thoughts and feelings. It is likely that IT may be used to research and gather information. Options for IT also include the use of computer software packages to present learning. Art, DT and Music also lend themselves to cross curricular RE teaching. There are some overlaps between the RE and PSHE curriculums, particularly the PSHE units of work on Being me in my world, Celebrating differences and Relationships.

9. Roles and expectations of staff

- SLT
 - i. To lead the monitoring of teaching and learning through lesson observations, learning walks and book reviews
 - ii. To provide feedback to staff based on subject monitoring
 - iii. To oversee pupil progress
 - iv. To engage with governors and support their monitoring of the curriculum
- Subject coordinator
 - i. To coordinate the curriculum
 - ii. To implement strategies to monitor pupil progress
 - iii. To monitor the standards of teaching and learning through learning walks and books reviews
 - iv. To audit resources and request additional resources needed
- Class teachers
 - i. To plan assess and teach the curriculum effectively
 - ii. To model the school's values and attributes
 - iii. To mark and provide feedback on learning
 - iv. To monitor the progress of pupils in their class
- Teaching Assistants
 - i. To follow the guidance of the teacher
 - ii. To support the learning of pupils, enabling them to be successful
 - iii. To model the school's values and attributes
- Other Assistants

10. Staff development and expertise

RE is taught by:

Wrens	Mrs Lightfoot and Mrs Postlethwaite
Skylarks	Mrs Postlethwaite
Kingfishers	Mrs Gregory
Merlins	Miss Harvey

All the teachers of RE have extensive experience of planning and teaching this subject. They are all qualified teachers and RE lessons include the support of a Teaching Assistant.

The school is signed up to the SLA with the Diocese of Worcester and regularly undertakes training, auditing and monitoring of RE and collective worship with this resource, ensuring that our practice is in line with the very best.

11. Subject Development

Subject development planning takes place on an annual basis and reviewed with evidence gathered through our monitoring schedule which includes learning walks, lesson observations, book reviews, data analysis and pupil progress meetings.

Development plans are created during the first half-term in Autumn and are reviewed throughout the year as areas from development are highlighted through monitoring, auditing or training.

RE coordinator: Caroline Lightfoot

Diocese appointed governor: Louisa Ballard

Head teacher: Claire Shelley

